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ABSTRACT

Although parental effects on the personality development of children have been well examined, fathers' influence and effects on older children have received little attention. To investigate fathers' involvement in the attitude and personality development of college women, 333 women, ages 18 to 23, completed a three-part questionnaire gathering information on demographics, parent-child interactions, and one of four scales measuring marriage role expectations and attitudes, sex role orientation, personality development, or career desirability and commitment. Parent-child interactions were assessed on the Parent-Child Interaction Rating Scale (PCIS) and the Parent-Child Activity Rating Scale (PCAR). An analysis of the results showed that 91 percent of the subjects grew up in two parent families. The reported frequency of activities with parents was correlated with reported parental relationships with fathers. For middle class women, fathers' nurturance and activities correlated with achievement, adjustment, and affiliation; father-daughter activities correlated with dominance, nurturance, and succorance. Neither the PCIS nor the PCAR correlated with attitudes toward careers or marriage and family roles. Reported activities with mothers and wanting egalitarian homemaking responsibilities were positively correlated for lower class women. Father nurturance and career salience negatively correlated for higher class women. Correlations between sex role orientation and father involvement were unclear, while achievement was somewhat more related to father involvement than to mother involvement. The findings indicate that the relationships between parental nurturance and activities may be related to social class. (BL)

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Father Involvement:

Attitudinal and Personality Correlates for College Women

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Parental effects on sex roles, moral and intellectual development, and general personality development of children have all been examined (e.g., Biller, 1981; Biller & Zung, 1972; Fish & Biller, 1973; Hoffman, 1971; Radin, 1981). In particular, mother- and father-absence effects on child development have attracted a great deal of attention (Caldwell, Wright, Honig, & Tannenbaum, 1970; Hetherington, 1972). Despite the volume of research, however, very few concrete conclusions have been drawn as to the role which parents play in the development of their children (Lamb, 1981). It is still not clear whether it is the nature of the parent-child relationship which is important in determining parental influence, whether the amount of time parents spend in activities with their children is of importance, or whether parental influences on development are a function of both these factors. Further, because the existing literature has largely focused on parental influence in young children, little is known concerning the quality of relationships between older children and their parents, particularly between older children and their fathers (Lamb, 1981).

The present study focuses on parental-influence effects on personality and attitudinal development in daughters. The existing literature on parental influence and personality development of daughters is largely inconclusive and contradictory (Lamb, 1981). Both parents, but particularly fathers, do appear to exert a major influence on female sex-role development. Social learning theorists propose that fathers facilitate the female sex role development of girls by rewarding typically "feminine" behaviors and by discouraging masculine behavior (Biller, 1971). Hetherington (1972) has suggested that the father may provide a

model of masculine behavior that daughters learn to compliment. Parsons (1955) further emphasized the role of the father in feminine development, pointing to the father as the more influential agent in sex role prescription. The father is seen as the primary transmitter of culturally-based conceptions of femininity and masculinity, for at least in the past, he has been shown to vary his role as a function of the sex of the child much more than the mother (Parsons, 1955). In two-parent, intact families, fathers have been shown to play a more important role in the development of femininity in young girls than mothers (Hetherington, Cox and Cox, 1978).

Concerning quality of the paternal relationship, Johnson (1963) found that fathers who are warm, nurturant, and actively involved in child-rearing have feminine daughters. Hetherington, Cox and Cox (1978) showed that the fathers of extremely feminine 4- to 6-year-old girls had nurturant relationships with their daughters and were actively involved with them. The association between paternal influence and femininity in daughters is dependent on sufficient father-daughter interaction--fathers must be actively involved in the rearing of their daughters, and have a positive relationship with them for paternal influence to occur (Lamb, 1981).

While much information emphasizes the father-daughter relationship and points to the father as the influential parent in female sex role development, both parents do affect the sex role development of their daughters (Hetherington, Cox and Cox, 1978; Biller and Zung, 1972; Bandura, 1977; Mussen, 1967).

Achievement motivation also appears to be affected by parent-child relationships. Paternal encouragement of intellectual perfor-

mance has been related to achievement (Crandall, Dewey, Katkovsky, and Preston, 1964) while paternal rejection has been shown to be detrimental to it (Hurley, 1967). Biller (1974) found that nurturant fathers who deprecate intellectual performance in women can retard the achievement of their daughters, and Helson (1971) has stressed that when fathers have traditionally low expectations of their daughters, intimate father-daughter relationships can impede achievement. Oliver (1975), found successful professional women to have had especially close relationships with supportive fathers. Achievement in daughters appears to be a function of both paternal encouragement and the intimacy of the father-daughter relationship. In addition, Auster and Auster (1981) have documented the importance of maternal models in the career aspirations of women.

Parental nurturance and involvement during childhood have been associated with personality adjustment in females. In their longitudinal research, Block, von der Lippe, and Block (1973) found that the most well-adjusted females in their study (according to femininity and socialization scores of the California Psychological Inventory) came from homes in which both parents were positively involved with them. Specifically, paternal involvement has been found to be important in girls' interpersonal adjustment (Baumrind & Black, 1967). Fish & Biller (1973) found that college women who indicated that their fathers had been very nurturant and positively interested in them scored high on the Adjective Check List personal adjustment scale.

In addition to sex-role development and personal adjustment, fathers have been found to influence marriage role expectancies and

career commitment in females. White (1959), in a comparison of the familial backgrounds of women whose interests centered around marriage and childbearing and women whose interests focused on a career, determined that more of the women interested in marriage reported close relationships with both parents, while more of the women interested in careers came from father-absent homes or from homes in which there was inadequate parent-child interaction. Female adolescents who report satisfactory relationships with their fathers have been found to be less likely to give priority to a career than those female adolescents who report unsatisfactory relationships with their fathers (Rushing, 1964). Lozoff's (1974) data, from a study of upper middle-class individuals, indicate that positive, involved relationships with fathers who encourage achievement without infringing sex role stereotypes result in a successful career and marriage balance in women.

Based on past research, a study examining the relationship between parental nurturance and parental involvement with daughters and later personality and attitudinal development should yield several significant associations. Among them, a significant correlation would be expected between parental interaction and activity (particularly father involvement) and femininity; a significant relationship would be predicted between parental involvement and nurturance and achievement; a significant association would be expected between parental involvement and nurturance (particularly paternal involvement) and personal adjustment; and parental (particularly paternal) nurturance and interaction should be significantly correlated with career commitment. Further, parental nurturance and

parental involvement with daughters would be expected to be significantly related.

The current study examines the relationships between parental nurturance and parental involvement and the personality and attitude scores of college-age women. Significant correlations are expected between the measures of parental involvement and sex role orientation, achievement, and personal adjustment and such attitudinal variables as marriage role expectations and career desirability and commitment. Additional personality variables will be explored as well.

Method

Subjects

A sample of 400 undergraduate women students were randomly selected from college directories to receive a questionnaire sent to them by mail. Of these, 200 students were from a small, private, co-educational, four-year, liberal arts college. The other 200 students attended a mid-sized, state-funded, four-year university. Another 40 sorority sisters of the second author were personally recruited and asked to complete the questionnaire. A total of 333 of the recruited subjects, 172 from the private school and 161 from the state school, completed and returned the questionnaire to the experimenters. These subjects included 86 freshmen, 105 sophomores, 79 juniors, and 62 seniors all ranging in age from 18 to 23. All subjects were volunteers and received no compensation for participation in the study.

The questionnaire

Five versions of a three-part questionnaire were constructed.

Part I of all five versions contained demographic questions. Part II of all five versions included items from two parent-child interaction measures. The first was the Parent-Child Interaction Rating Scale (PCIS) (Heilbrun, 1964) a 16-item subjective rating scale to measure eight kinds of nurturant behavior separately for fathers and for mothers: (1) degree of physical affection expressed toward the daughter, (2) degree of affection felt for the daughter, (3) parental approval of the daughter and her behavior, (4) degree of sharing of personal feelings and experiences between parent and daughter, (5) parental presentation of material gifts to the daughter, (6) degree of parental encouragement of the daughter in meeting responsibilities and pursuing personal interests, (7) parental trust placed in the daughter, and (8) degree of security felt by the daughter in the parent-child relationship. Subjects rated father and mother for each item on the basis of a five-point scale. Scores obtained included a parent-child interaction rating for father (PCISF), and for mother (PCISM).

The Parent-Child Activity Rating Scale (PCAR) is a 47-item scale constructed by the authors and intended to measure frequency of involvement with parents in a variety of specific activities: sports, house and yard work, television viewing, cooking, dining out, shopping, attendance at various cultural events, vacationing and conversing about the daughter's future goals, her school life, her love relationships, her friends, politics, religion, family life, and parental occupation. Subjects rated father, mother, and both father and mother for each item on the basis of either a seven-point scale (for "activity" items) or a four-point scale (for "talking" items), and were asked to base

their ratings on activities engaged in with parents while at home (as opposed to away at school). A parent-activity rating for mother (PCARM), a parent-activity rating for father (PCARF), and a parent-activity rating for both mother and father together (PCARB) were obtained. Part III of each of the separate questionnaire versions included items from scales designed to measure either egalitarian marriage-role expectations and and attitudes (Survey 1), sex-role orientation (Survey 2), personality development (Survey 3), or degree of career desirability and potential career commitment (Survey 4). The marriage-role expectation measure of Survey 1 included the authority, homemaking, child-care, and employment and support subscales or the Marriage Role Expectation Inventory (MREI) (Dunn, 1959). The MREI is a summated rating scale designed to measure traditional versus egalitarian marital role orientation. The shortened version used in this study (only the authority, homemaking, child-care, and employment and support subscales were utilized), consisted of 41 statements, each accompanied by five response options ranging from "Strongly agree" to "Strongly disagree."

The sex-role orientation measure of Survey 2 included the Bem Sex Role Inventory (BSRI) (Bem, 1974). The BSRI is an adjective rating scale consisting of 60 adjectives: 20 masculine, 20 feminine, and 20 neutral. Respondents rate themselves on each adjective using a seven-point rating scale ranging from 1 ("never or almost never true") to 7 ("always or almost always true").

Personality development was measured in Survey 3 by the Adjective Check List (ACL) (Gough & Heilbrun, 1965), a 300-adjective personality inventory.

Career desirability and commitment were measured in Survey 4 by the Almquist-Angrist Index of Career Salience (ICS) (Almquist & Angrist, 1971). The ICS is a four-question, three-part measure specifically designed for use with female subjects. The index specifically measures subject's career commitment under a number of hypothetical family-life structure situations.

Survey 5 included all measures. Surveys 1 through 4 took subjects approximately 25 to 40 minutes to complete, while Survey 5 took subjects approximately 70-90 minutes to complete.

Procedure.

The 400 questionnaires (100 each of Surveys 1 through 4) sent to women students randomly chosen from college directories contained a cover letter which informed subjects of the nature of the study and assured confidentiality and anonymity. Subjects were asked to return the questionnaire by a specified date approximately 10 days following receipt. A self-addressed, stamped envelope was provided for convenient return. One week later each of the recipients received a postcard reminding her to complete and return the questionnaire if she had not already done so, and thanking her if the questionnaire had already been returned.

Survey 5 was personally distributed to 40 sorority sisters of the second author. They were asked to complete the questionnaire and to return it by a specified date, approximately 10 days following receipt.

Results

The response rate for each version of the questionnaire ranged from 62% to 98%: Survey 1 (the MREI), 76; Survey 2 (the BSRI), 81; Survey 3 (the ACL), 62; Survey 4 (the ICS), 75; and Survey 5 (Comprehensive), 39 (out of 40 distributed).

Frequency data indicated that 303 (91%) of the subjects grew up in two-parent families, 12 subjects (3.6%) grew up in one-parent families, 11 subjects (3.3%) grew up in two-parent families in which one parent was a step-parent. One percent of the women identified themselves as poor, 7% said working class, 41% said middle class, 48% said upper middle class, and 3% said upper class.

Kendall rank-order correlations (tau) were performed for the parent-child measures and for social class. See Table 1. The PCIS and the PCAR were found to be significantly correlated for mother scores, for father scores, and for both mother and father scores, indicating a positive relationship between parental nurturance and amount of time spent in activities with children, and also indicating construct validity for the PCAR constructed for this study. Social class was weakly but significantly correlated with four of the parent measures.

Surprisingly, further correlations between the PCIS and the PCAR and the various personality and attitude scales of the MREI, the BSRI, the ACL, and the ICS failed to yield strong, clear relationships. None of the parent measures correlated with career salience or with degree of egalitarianism in marriage and family roles. Positive correlations were found between femininity scores of the BSRI and the PCISM and between femininity scores and the PCARB, indicating a relationship between femininity and mother-daughter interaction and between femininity and activities with both parents. Masculinity on the BSRI was found to be positively correlated with father interaction on the PCISF, and masculinity on the ACL was found to correlate with the PCARM. See Table 2. Androgeny was not significantly correlated with either the PCIS scales or the PCAR scales.

Abasement, achievement, adjustment, dominance, and nurturance all

correlated with one or more of the parent measures. Adjustment correlated with all three measures of parent-child activities, but not with the PCIS measures. Reported activities with mothers is the most frequent correlate of these personality measures. Deference and autonomy did not correlate with any of the parent measures and are excluded from the tables.

Findings relating parent measures and social class.

Because the present sample is skewed toward the upper classes and because of the correlations reported earlier indicating that parent scores are related to social class, additional analyses were undertaken to try to clarify these relationships. The 49% of the respondents identifying themselves as middle class, working class or poor constituted the Lower Class group and the 51% of the sample identifying themselves as upper middle class or upper class constituted the Higher Class group. A t-test for independent means indicated that the Higher Class group had a higher average score on the PCISF than did the Lower Class group $t(320) = -3.18$, $p < .002$). There was a marginally significant difference ($p < .06$) in the same direction for the PCARB. The two groups did not differ on any of the other parent measures.

Correlations between the parent measures and the personality and attitude measures were recomputed controlling for class and then separately for the Higher and Lower Class groups. The parent measures are not significantly correlated with any attitude measures when class is controlled. The parent measures are only marginally correlated with one attitude for each of the class groups. Scores on the PCARM are marginally related to egalitarian attitudes toward homemaking responsibilities for Lower Class women, $tau(45) = .20$, $p < .09$. For Higher Class women, PCARF scores are marginally related to career salience, $tau(47) = -.20$, $p < .10$.

However, several interesting relationships emerge when the personality measures are examined.

When social class is controlled, more significant relationships emerge for the sample as a whole than were apparent in the original analyses. See Table 3. Father nurturance is significantly correlated with BSRI masculinity, ACL femininity, with achievement, adjustment, and affiliation. Mother nurturance was correlated with BSRI femininity. Activities with fathers was correlated with adjustment, affiliation, aggression (negatively), and nurturance. Activities with mothers were associated with ACL masculinity, achievement, and adjustment. Activities with both parents correlated with BSRI and ACL femininity, with adjustment, and with nurturance.

When the correlations are computed for the Higher Class group only, nearly all of the correlations disappear. See Table 4. When the correlations are computed for the Lower Class group only, different relationships emerge. See Table 5. Father nurturance correlated only marginally with achievement, adjustment, and affiliation, whereas father activities correlated with succorance (negatively), achievement, adjustment, affiliation, dominance, and nurturance. Mother nurturance correlated marginally with BSRI femininity, but mother activities correlated with ACL masculinity and with achievement, adjustment, dominance, and self-confidence. Activities with both parents correlated with both femininity scores and with achievement, adjustment, affiliation, and nurturance. Thus parental nurturance and activities are much more likely to be related to personality measures in the women who identified themselves as middle class, working class or poor, compared to those who identified themselves as upper or upper middle class. Among the Lower Class women, activities shared with parents

correlate with personality scores more often than parental nurturance does. Activities with fathers, activities with mothers, and activities with both parents at once all seem to contribute to the personality scores.

The nature of the parent-child involvement for Higher and Lower Class women was examined by looking at the responses each group made to the individual items on the Parent Child Interaction Scale (PCIS) and the Parent Child Activity Rating (PCAR). See Table 6. There were significant or marginally significant differences on 9 of the 16 PCIS items. The Higher Class respondents had higher mean scores in every instance. Of these 9 differences, 6 were for fathers. Thus, the Higher Class women report consistently more nurturing relationships with their fathers. Proportionately, there were fewer significant differences on the Parent Child Activity Rating items. There were significant differences on 18 of the 47 items. The Higher Class group had higher mean scores on 15 of these items. Of the 18 items on which there were class differences, 9 were for activities with fathers and 4 were for activities with both parents together. Overall, there appears to be fewer class differences in mother involvement than in father involvement.

Discussion

Several points seem clear from the present findings. First of all, as expected, the reported frequency of activities with parents is correlated with reported parental nurturance. However, these measures are not tapping the same thing, as attested by the different patterns of relationships found between personality measures and the PCIS (nurturance) and PCAR (activity) scores.

The two types of parent measures do not seem to be related to attitudes toward careers or marriage and family roles as measured in this study. The fact that there is a positive correlation for Lower Class women between activities with mothers and wanting egalitarian homemaking responsibilities makes logical sense. Similarly, the negative correlation between career salience and father nurturance for Higher Class women is consistent with the results reported in Lamb (1981). However, the fact that these two correlations stand in isolation and are marginal makes them doubtful. It is possible that peers are the primary sources of influence on these attitudes. In any event, the results of the present study shed no light on career and homemaking attitudes.

We expected correlations between father involvement and sex role orientation, nurturance, and achievement, and significant correlations between all of the parent measures and adjustment. The relationship between father involvement and sex role orientation is unclear: depending on the measure of father invovement, and on whether the measure of sex role orientation is the BSRI or the ACL, and on which class is measured, father involvement is related to masculinity, femininity, both, and neither. Achievement seems to be related to father involvement somewhat more than mother involvement, particularly in the Lower Class sample. Nurturance is sometimes, but not consistently, related to both father and mother involvement. Adjustment does seem to be related to both parental nurturance and activities, especially in the Lower Class sample. In addition, several other relationships were apparent.

Perhaps the most important contribution of the present study is the finding that the relationships between parental nurturance and

parental activities and personality scores vary with social class. Women who report themselves to be upper or upper middle class report more nurturing relationships with their fathers. In addition, when class differences exist in frequency of activities with parents, these differences are most likely to be that Higher Class women report more activities with their fathers. Despite this higher level of involvement overall, the personality scores of Higher Class women show very little relationship to either nurturance or shared activities with fathers, with mothers, or with both parents. The picture for middle class, working class, or poor women was quite different. Parental nurturance and especially parental activities are related to personality scores in several areas. Father nurturance and activities are related to achievement, adjustment, and affiliation, and father-daughter activities are also related to dominance, nurturance, and succorance. Maternal nurturance seldom related to personality scores for either group of women. The latter finding may reflect less perceived variability in maternal nurturance and activities. Certainly the item analysis indicates that item mean scores for mothers are usually higher than item mean scores for fathers. At the same time, there are few class differences in reported nurturance or mother-daughter activity. Mothers of all classes are perceived as behaving in much the same way on these measures. It may be that upper and upper middle class fathers are expected to interact more with their daughters, and that all sorts of fathers in the Higher Class do so. Such a "social norm" explanation would explain the dual findings of more interaction but no relationship between amount of interaction and daughters' personality scores. On the other hand, if there is no such norm in the Lower Class groups, it may be that those fathers who nurture and spend time with their daughters are of a particular type, accounting for more pronounced relationships with the daughters' personality scores.

This explanation has a great deal of appeal, and is the one we prefer. However, it must also be recognized that alternatives exist. For example, these findings might reflect a non-linear relationship between paternal involvement and personality scores.

In any event, the present descriptive study raises numerous questions for further consideration. For example, what qualitative differences in father involvement are most important in daughters' personality development? What is the relationship between involvement with each parent and daughters' sex role development in intact families? Certainly the topic of fathers effects on young women deserves further attention.

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Table 1

Correlations Among the Parent Interaction Scores, the Parent Activity Scores and Social Class for the Total Sample[1]

	Father Measures		Mother Measures		Both Parents		
Variable	PCISF	PCARF	PCISM	PCARM	PCISB	PCARB	PCART
PCISF	X	.42 (293) .001	.45 (317) .001	.17 (296) .001	X	.26 (291) .001	.33 (257) .001
PCARF		X	.27 (290) .001	.44 (285) .001	.39 (290) .001	.52 (277) .001	X
PCISM			X	.45 (295) .001	X	.25 (290) .001	.38 (255) .001
PCARM				X	.33 (293) .001	.42 (280) .001	X
PCISB					X	.30 (289) .001	.70 (262) .001
PCARB						X	X
PCART							X
CLASS	.18 (322) .001				.13 (317) .01	.11 (297) .02	.09 (262) .10

[1]An X indicates scales with over-lapping items.

Table 2

Correlations Between Parent Measures and

Personality Measures for the Total Sample

Variable	Father Measures		Mother Measures		Both Parents
	PCISF	PCARF	PCISM	PCARM	PCARB
BSRI					
Femininity			.17 (113) .01		.13 (105) .05
Masculinity	.19 (115) .005		.11 (116) .10		
Gough ACL					
Femininity					.13 (90) .10
Masculinity				.17 (94) .02	
Abasement	-.15 (99) .05			-.16 (94) .05	
Achievement	.14 (99) .10			.15 (94) .05	
Adjustment		.21 (91) .01		.23 (94) .01	.20 (90) .01
Affiliation					
Aggression					
Dominance				.12 (94) .10	
Nurturance					.13 (90) .10
Self-Confidence					
Succorance					

Table 3

Correlations Between Parent Measures and Personality Measures, Controlling for Class

	Father Measures		Mother Measures		Both Parents
Variable	PCISF	PCARF	PCISM	PCARM	PCARB
BSRI					
Femininity			.20 (110) .03		.17 (102) .08
Masculinity	.17 (112) .06				
Gough ACL					
Femininity	.18 (96) .07				.25 (87) .02
Masculinity				.19 (91) .07	
Abasement					
Achievement	.21 (96) .03			.20 (91) .06	
Adjustment	.19 (96) .06	.39 (88) .001		.34 (91) .001	.28 (87) .01
Affiliation	.20 (96) .06	.20 (88) .07			
Aggression		-.18 (88) .10			
Dominance					
Nurturance		.23 (88) .03			.19 (87) .07
Self-Confidence					
Succorance					

Table 4

Kendall Correlations Between Parent Measures and Personality Scores for Upper Middle and Upper Class Respondents

	Father Measures		Mother Measures		Both Parents
Variable	PCISF	PCARF	PCISM	PCARM	PCARB
BSRI					
Femininity	.15 (69) .10		.17 (69) .10		
Masculinity	.21 (68) .05				
Gough ACL					
Femininity					
Masculinity					
Abasement				-.18 (52) .10	
Achievement					
Adjustment				.27 (52) .01	
Affiliation					
Aggression					
Dominance					
Nurturance					
Self-Confidence					
Succorance					

Table 5

Kendall Correlations Between Parent Measures and Personality Scores for Middle Class, Working Class and Poor Respondents

	Father Measures		Mother Measures		Both Parents
Variable	PCISF	PCARF	PCISM	PCARM	PCARB
BSRI					
Femininity			.21 (44) .06		.19 (40) .10
Masculinity					
Gough ACL					
Femininity					.26 (41) .05
Masculinity				.28 (42) .05	
Abasement					
Achievement	.18 (45) .10	.22 (42) .05		.21 (42) .07	.20 (41) .08
Adjustment	.18 (45) .10	.35 (42) .01		.25 (42) .05	.28 (41) .05
Affiliation	.18 (45) .10	.21 (42) .06			.24 (41) .05
Aggression					
Dominance		.23 (42) .05		.24 (42) .05	
Nurturance		.23 (42) .05			.25 (41) .05
Self-Confidence				.24 (42) .05	
Succorance		-.21 (42) .07			

Table 6

Parent Child Interaction Scale and Parent Child Activity Rating Items for Which Significant or Marginally Significant Differences Were Found Between Higher and Lower Class Respondents

Item	$\bar{X}$ Lower	$\bar{X}$ Higher	t-value	p
PCIS (range = 1-5)				
1. How often does your mother express physical affection (through hugging, kissing, etc.) for you?	3.30	3.67	-3.02	.003
2. How often does your father express physical affection (through hugging, kissing, etc.) for you?	2.93	3.34	-3.43	.001
3. In your estimation, how much affection does your father feel for you?	4.15	4.37	-2.25	.025
4. In your estimation, how much affection does your mother feel for you?				
5. How much does your mother approve of you and your behavior?				
6. How much does your father approve of you and your behavior?				
7. How often do you and your father share personal feelings and experiences?	2.78	3.00	-2.11	.036
8. How often do you and your mother share personal feelings and experiences?	3.58	3.76	-1.85	.066
9. How often does your mother give you material things (gifts, money, etc.)?	3.24	3.40	-2.07	.043
10. How often does your father give you material things (gifts, money, etc.)?	3.00	3.24	-2.77	.006
11. How much does your father encourage you to meet responsibilities and pursue your personal interests?	3.98	4.30	-3.05	.002
12. How much does your mother encourage you to meet responsibilities and pursue your personal interests?				
13. How much trust does your mother place in you?				
14. How much trust does your father place in you?				
15. How secure do you feel in your relationship with your father?	3.84	4.04	-1.69	.092
16. How secure do you feel in your relationship with your mother?				

Table 6 Continued

Item	$\bar{X}$ Lower	$\bar{X}$ Higher	t-value	p
PCAR (range = 0-6)				
1. I am generally involved in some type of sports activity with my father	2.00	2.34	-1.92	.056
2. I am generally involved in some type of sports activity with my mother	1.53	2.02	-2.98	.003
3. I engage in some type of sports activity together with <u>both</u> my father and mother	1.10	1.58	-3.27	.001
4. I am generally involved in house or yard work with my mother				
5. I am generally involved in house or yard work with my father				
6. I am involved in house or yard work together with <u>both</u> my mother and father				
7. My father and I watch T.V. together				
8. My mother and I watch T.V. together				
9. I watch T.V. with <u>both</u> my father and mother				
10. My mother and I attend some type of cultural activity (e.g., the theater, a show, a concert, the movies) together	2.23	2.57	-2.30	.022
11. My father and I attend some type of cultural activity (e.g., the theater, a show, a concert, the movies) together	1.61	2.07	-3.40	.001
12. I attend some type of cultural activity together with <u>both</u> my mother and father	1.61	2.11	-3.63	.001
13. I take a vacation alone with my father				
14. I take a vacation alone with my mother				
15. I take a vacation with <u>both</u> my my mother and father	1.46	2.03	-5.35	.001
16. My mother and I cook together	3.87	3.54	1.72	.086

Table 6 Continued

Item	$\bar{X}$ Lower	$\bar{X}$ Higher	t-value	p
17. My father and I cook together				
18. I cook together with <u>both</u> my mother and father				
19. My father and I take part in a special hobby together	1.45	1.75	-1.67	.095
20. My mother and I take part in a special hobby together				
21. I take part in a special hobby together with <u>both</u> my father and mother				
22. I have a meal out alone with my mother				
23. I have a meal out alone with my father	1.87	2.56	-2.69	.008
24. I have a meal out with <u>both</u> my father and mother	2.71	3.30	-3.92	.001
25. My father and I go shopping (for clothes, groceries, knick-knacks, etc.) together	2.34	2.04	1.91	.056
26. My mother and I go shopping (for clothes, groceries, knick-knacks, etc.) together				
27. I go shopping together with <u>both</u> my mother and father				
28. My mother and I talk about my future career goals				
29. My father and I talk about my future career goals	2.35	2.59	-2.88	.004
30. My father and I talk about my romantic encounters and love relationships	0.90	1.18	-2.16	.031
31. My mother and I talk about my romantic encounters and love relationships	1.82	2.00	-1.76	.080
32. My mother and I talk about my school life				
33. My father and I talk about my school life	2.48	2.62	-1.77	.077
34. My father and I talk about my friends				
35. My mother and I talk about my friends				

Table 6 Continued

Item	$\bar{X}$ Lower	$\bar{X}$ Higher	t-value	p
36. My mother and I converse on life, people, politics, and religion				
37. My father and I converse on life, people, politics, and religion				
38. My father and I talk about his work				
39. My mother and I talk about her work	2.37	2.19	1.90	.059
40. My mother and I talk about the other members of my family				
41. My father and I talk about the other members of my family				
42. I generally ask my father for advice				
43. I generally ask my mother for advice				
44. When I have a problem of an interpersonal nature (e.g., with my friends, in my love relationships, etc.) I go to my mother with it				
45. When I have a problem of an interpersonal nature (e.g., with my friends, in my love relationships, etc.) I go to my father with it				
46. When I have a problem which concerns my academics, my career plans or future goals, I go to my father with it	2.06	2.29	-2.23	.026
47. When I have a problem which concerns my academics, my career plans or future goals, I go to my mother with it				